**Real World Succession**

* Watch this simulation: <http://www.mrphome.net/mrp/succession.swf>
* In groups of 4 (made by the teacher with varying skill sets) students will be working with pictures of real world succession.
* Each group will be given 3 copies of one of the attached pictures.
* The task (attached) will be posted on the screen (or board)
* Students will complete the task. They may use their texts, and the internet on their phones for ideas should they wish.
* Present the task to the class (informal, standing at their seats) (teacher puts work on the wall after each presentation)

**Tangram Activity**

* Provide elbow partners with 1 kind of tangram, have the students create a design; add a second kind of tangram; add a third
* Explain the desk is barren rock and the tangrams are different plants. Pairs discuss how this happened? What plants are they?
* Write their answers in a short paragraph
* Gallery walk and look at other designs/answers

**Looks Like:**

* Discuss what was missed (aquatic environments)
* Homework: Fill in the bottom of the handout

**Summarize:**

* Teacher creates a summary chart on the board. And students receive a handout
* Students in a whole group discussion fill in the chart
* Special attention paid to:
* Reasons for plant order in succession (specialized structures to respond to the environment)
* natural causes vs. human causes

**Rationale for choice of T/L Strategy:**

* Assesses prior knowledge and readiness
* Make connections between prior knowledge and new knowledge that is to be learned

**Rationale for choice of T/L Strategies:**

* Allow students to communicate and discuss
* Allow students to support each other
* Allow students to construct new knowledge
* Allow students to develop concepts using higher order thinking skills
* Allow teacher time to interact with students, differentiate and assess for learning

**Rationale for choice of T/L Strategy:**

* To highlight the BIG ideas
* To assess as learning and reflect on learning (metacognition)

**Unit and Title of Lesson: Plants: Succession (SBI3U)**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

* **Big Idea: Plants have specialized structures/distinct**

**functions to respond/adapt to the environment.**

* **Ministry Expectations (F3.4, F3.5)**
* **Learning Goal: To be able to explain the order of and reasons**

**for natural succession.**

* **Prior Knowledge: SNC1D abiotic/biotic factors; limiting factors**

|  |  |
| --- | --- |
| **List Materials**   * Lab Equipment * Technology needs * Audio visual | **Include in Appendix**   * Instructions for students * Scaffolding support * Handouts |

**Time: 15 minutes**

**Before: Minds On**

**Time: 35 minutes**

**During: Action**

**Time: 20**

**After: Consolidation & Connection**

**Next Steps**

**Assessment Strategies:** Assessment for Learning during group work as teacher circulates; differentiation for learning styles with opportunities to watch, listen, write, draw, manipulate objects, discuss and present.

**Time: 5**

**Rationale for Choice of T/L Strategy:**

* To apply learning to a new environment

**Succession Task**

You have been given 3 copies of a picture of a barren or nearly barren environment. For each stage in the task you will need to be able to **explain your reasons**.

* Determine where in the world this might be.
* Decide what has created this environment.
* Will primary or secondary succession take place here?
* How long will it take for this area to have a climax community?
* Draw on the second and third pictures what succession will look like halfway to the climax community and at the climax community.
* Choose someone to present your answers to the group.

**Terrestrial Succession Summary**

|  |  |  |
| --- | --- | --- |
| **What is Succession?**  **What determines the Climax Community?** | | |
| **Types** | **Primary** | **Secondary** |
| **Possible Causes** |  |  |
| **Plant Progression** |  |  |
| **Why do the plants succeed in this order?** |  |  |

**Aquatic Succession**

**Possible Causes:**

* **Primary:**
* **Secondary:**

**Plant Progression:**

**Pictures:**











